



## PART 2: Overview

# Your Community Today

### Summary

Students will begin examining the assets in their community.

### Literacy Development

I can summarize information (*ILS1C*).

I can collect information (*ILS5A*).

### Content Outcomes

I can use a map to show a community's features (*ILS17A*).

### Concepts and Vocabulary

asset	family
citizen	government
citizenship	health
city	neighborhood
community	safety
education	school

### Materials

Learning Guide 1	<i>Community Words</i>
Learning Guide 2	<i>Community Places</i>
Learning Guide 3	<i>Chart Your Community</i>
Learning Guide 4	<i>Community Map Maker</i> (Before making copies for students, consider including the school's location for reference.)
Active Assessment	<i>What I Knew/What I Learned</i>

### Additional Classroom Materials/Supplies

- Local neighborhood maps (Google and/or MapQuest can help you create local maps.)
- Local neighborhood photos
- Local neighborhood community directory
- Magazines
- Scissors
- Glue
- Cardboard or construction paper
- Chart paper and markers or chalkboard and chalk



## PART 2

# Extension Options



### On-line Connection

#### Chicago History Museum

Great Chicago Stories: Bronzeville

<http://www.greatchicagostories.com/bronzeville/index.php>

#### University of Illinois at Chicago College of Architecture and the Arts

Hull House and Its Neighborhoods

[http://tiger.uic.edu/htbin/cgiwrap/bin/urbanexp/main.cgi?file=new/resource\\_outline.ptt](http://tiger.uic.edu/htbin/cgiwrap/bin/urbanexp/main.cgi?file=new/resource_outline.ptt)

#### Chicago Architecture Foundation


Schoolyards to Skylines: Rooftop Gardens (2nd)

<http://www.architecture.org/images/education/S2.final.pdf>



### Art Connection

Work with students on a collaborative collage that shows the community. Students can collect photos or make pictures or symbols that depict the community's people, places and events. Individual classes can make the collage or it can be a continuing project to which different classes contribute.



### Museum Connection

**Chicago History Museum:** Crossroads of America exhibit



### Family Connections

Have students make a community directory with their family. They can list organizations in different categories such as health, recreation, and safety.



## PART 2: Class Session 1

# Your Community Today

### Guiding Question

*What happens in my part of Chicago?*

### Introduction

- Discuss communities with students.
- Ask students to define community.
- Ask students about the communities in their lives (family, geographic, other).
- Ask students what is important in a community. List their words. This is a class pre-assessment. Students can add words throughout Part 2.

### Activity

- Distribute Learning Guide 1, *Word and Idea Builder: Community Words*.
- Have students complete with a learning partner.

### Conclusion

Students share their responses with the large group. Then make a class list of responses—point out they are all part of answering the guiding question.



Name \_\_\_\_\_

# Word and Idea Builder: Community Words

I can identify and use words related to a topic (*ILS1a*).

I can write about a topic (*ILS3B1b*).

*What happens in my part of Chicago?*

From the class list, choose words that you think are important about your community. Draw a picture, write the word, then tell what it means.

Word: \_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Word: \_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Word: \_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Word: \_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Expository Writer

Write about your community. Use words from your own word list. Then draw a picture to show your community.

Nombre \_\_\_\_\_

# Constructor de Palabras e Ideas: Palabras de la Comunidad

I can identify and use words related to a topic (*LS1a*).

I can write about a topic (*LS3B1b*).

*¿Qué ocurre en la parte de Chicago donde vivo?*

De la lista en la clase, escoge palabras que pienses que son importantes sobre tu comunidad. Haz un dibujo, escribe la palabra, después cuenta lo que significa.

Palabra: \_\_\_\_\_

Definición: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Palabra: \_\_\_\_\_

Definición: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Palabra: \_\_\_\_\_

Definición: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Palabra: \_\_\_\_\_

Definición: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Escritor de Exposición

Escribe sobre tu comunidad. En tu escritura utiliza palabras de tu propio banco de palabras. Después haz un dibujo para mostrar a tu comunidad.



## PART 2: Class Session 2

# Your Community Today

### Guiding Question

*What are the important places in my community?*

### Introduction

- Ask students what types of services exist in a community and why they are necessary.
- Make lists on the board or chart paper.

### Activity

- Distribute Learning Guide 2, *Community Places*.
- Have students complete with a learning partner.

### Conclusion

- Students share their responses with the large group.
- Expand the word wall with terms from this activity.





Name \_\_\_\_\_

# Word and Idea Builder:

## Community Places

I can identify and use words related to a topic (*LS1a*).

I can write about a topic (*LS3B1b*).

*What are the important places in my community?*

Each of the nouns below are places in a community. Write words that describe each place. These words are adjectives. Adjectives are words that describe what something looks like, feels like, or sounds like. Add one noun of your own. Then draw a picture of each place in the box next to each noun.

NOUN: **neighborhood**

adjectives: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NOUN: **street**

adjectives: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NOUN: **school**

adjectives: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NOUN: **park**

adjectives: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NOUN: \_\_\_\_\_

adjectives: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Expository Writer**

Write a paragraph about your community. Use some of the nouns and adjectives.

Nombre \_\_\_\_\_

# Constructor de Palabras e Ideas: Lugares de la Comunidad

I can identify and use words related to a topic (*ILS1a*).

I can write about a topic (*ILS3B1b*).

*¿Cuales son los sitios importantes en mi comunidad?*

Cada una de los sustantivos que están abajo son sitios en una comunidad. Escribe palabras que describan cada lugar. Esas palabras son adjetivos. Adjetivos son palabras que dicen como se ve algo, como se siente o como suena. Añade a la lista un sustantivo tuyo. Luego haz un dibujo en la casilla para cada sustantivo.

SUSTANTIVO: **vecindario/barrio**

adjetivos: \_\_\_\_\_

\_\_\_\_\_

SUSTANTIVO: **calle**

adjetivos: \_\_\_\_\_

\_\_\_\_\_

SUSTANTIVO: **escuela**

adjetivos: \_\_\_\_\_

\_\_\_\_\_

SUSTANTIVO: **parque**

adjetivos: \_\_\_\_\_

\_\_\_\_\_

SUSTANTIVO: \_\_\_\_\_

adjetivos: \_\_\_\_\_

\_\_\_\_\_

## Escritor De Exposición

Escribe un párrafo sobre tu comunidad.

En tu escritura utiliza algunos de los sustantivos y adjetivos.



## PART 2: Class Session 3

# Your Community Today

### Guiding Question

*Where are important places in my community?*

### Introduction

- Ask students to list places in their community that help people make progress. Those could be your school, a clinic, the library or another other place that helps people live and work well.
- Then ask students to list people who live in the community and work to make it a better place. The list could include a block club leader, a health worker, and parents.
- Explain that those people are assets, parts of a community that help it make progress.
- Explain that Burnham looked to see what assets Chicago had when he made his plan. He also looked to see what needs the city had.

### Activity

- Distribute Learning Guide 3, *Map Your Community*.
- Begin the activity as a class.
- Have the students complete the activity in pairs.

### Conclusion

- Students share their responses and make a class list that answers the guiding question.



Name \_\_\_\_\_

# Map Your Community

I can collect and organize information (*LS5B1a*).

*Where are important places in my community?*

For each category, list or draw a place in your community.

A place to play	A place to learn
A place to help us stay healthy	Another place that helps us

## Write What You Think

Look at the chart. Choose two examples and write a sentence about each one. Explain how these places and the people who work in them help your community.

Example 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Example 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre \_\_\_\_\_

# Haz un Mapa de tu Comunidad

I can collect and organize information (ILS5B1a).

*¿Donde hay sitios importantes en mi comunidad?*

Por cada categoría, anota o dibuja un lugar en tu comunidad.

Un lugar para jugar	Un lugar para aprender
Un lugar para ayudarnos a mantenernos saludables	Otro lugar que nos ayude

## Escribe Lo Que Piensas

Ve la tabla. Escoje dos ejemplos y escribe una frase sobre cada uno. Explica como estos lugares y las personas que trabajan en ellos ayudan a tu comunidad.

Ejemplo 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ejemplo 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## PART 2: Class Session 4

# Your Community Today

### Guiding Question

*How do the parts of my community fit together?*

### Introduction

- Discuss that knowing where things are in your community is important.
- Discuss the different ways there are to find things in a community.
- Ask students if they have ever used a map
- Review map basics: cardinal directions, symbols, keys, etc.

### Activity

- Distribute Learning Guide 4, *Community Map Maker*.
- Have students work independently on their *Map Maker*.

### Conclusion

- Share and discuss student maps.
- Ask students to explain their choices and why they are important.
- Discuss student answers to the Guiding Question.





Name \_\_\_\_\_

# Community Map Maker

I can collect and organize information (LS5B1a).

*How do the parts of my community fit together?*

Look at the “places where people . . .” below and talk about these kinds of places in your community. Make a symbol for each one. A symbol is a picture that represents a word.

A Place Where People . . .	Place	Symbol
Live	house	
Learn		
Work		

Use the box below to make a map of your community. Use the symbols that you drew for the places in your community. This map will show where things are. Label any streets you know.

## Write What You Think

On another page, write about your map. Tell how the parts of your community fit together.

Nombre \_\_\_\_\_

# Creador de Mapa de la Comunidad

I can collect and organize information (LS5B1a).

*¿Como se relacionan las partes de mi comunidad?*

Mira a los “lugares donde la gente”, debajo, y habla de esos sitios en tu comunidad. Haz un símbolo para cada uno. Un símbolo es un dibujo que representa una palabra.

Un sitio donde la gente . . .	Lugar	Símbolo
viven	casa	
aprende		
trabaja		

Utiliza la tabla abajo para hacer un mapa de tu comunidad. Utiliza los símbolos que dibujastes para los sitios en tu comunidad. El mapa demostrará donde están los sitios. Etiqueta las calles que conoces.

**Escribe Lo Que Piensas**

En otra página, escribe acerca de tu mapa. Describe como partes de tu comunidad encajan.



## PART 2: Class Session 5

# Your Community Today

### Guiding Question

*How do people and government make the community a good place?*

### Introduction

- Ask students what things they could do to be a good member of their community.
- List on board or chart paper.
- Discuss why this is important.
- Ask students to list the things that local government can do to help make the community a good place to live.
- List on board or chart paper.

### Activity

- Students make a collage or drawing that represents ways people and government make the community a good place, including examples of citizenship, learning, helping, playing, nature, safety, transportation.
- Distribute Active Assessment, *What I Knew/What I Learned* (page 17/18). It can be completed as an Extended Response activity.

### Conclusion

- Display student drawings or collages with a title that is the guiding question for the part. This display can be a hallway bulletin board that inspires other students.

